

Unit Planning Guide: Grade 10 Unit 1 of 5

Unit Title: Making the Right Decisions	Pacing (Duration of Unit): Weeks 1-5
Grade: 10	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RL 10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI 10.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL 10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **W 10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- **SL.10 .1. a-b** Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from text and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision making, clear goals and deadlines, and individual roles as needed.
- **L.10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L.10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
- **L. 10.4. a.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Supporting Standards:

- RL.10.4 Determine the meaning or words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas:

- Reading and discussing other people's stories help us to explore and select our own significant experiences for narrative writing.
- Writers selectively apply figurative language to bring their stories to life.

Essential Questions:

- What can a piece of literature teach me about life?
- What is the connection between reading and writing?
- Why is constructing narratives a culturally universal experience?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Text has explicit and implicit meaning
- Ideas develop over the course of text
- Writing narratives require engaging techniques and meaningful reflection
- Collaborative discussion builds ideas and understanding
- reading strategies improve vocabulary acquisition and comprehension

Skills: The discrete skills and process students should be able to use independently

Students will be skilled at:

- Citing strong textual evidence to support analysis of what the text says explicitly and implicitly
- Determining a theme or central idea of a text
- Analyzing how authors use specific details to develop themes or central ideas
- Providing objective summaries of texts
- Writing narratives with real or imagined experiences using effective technique sequencing.
- Using narrative techniques, such as dialogue, sensory language, pacing, description, reflection, to engage and orient the reader
- Providing a conclusion that reflects on the experience
- Participating in collaborative discussion while building on others' ideas
- Determining the meaning of words and phrases through various reading strategies such as analyzing context clues